

# CURRICULUM COVERAGE: YEAR 5

Focus	Detail	Topic	Term
<b>ART &amp; DESIGN</b>			
	<b>Pupils should be taught:</b>		
Ar2/1.1	to create sketch books to record their observations and use them to review and revisit ideas	Mayan Natural World Humans/Portrait	3 4 6
Ar2/1.2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	World Maps Mayan Natural World Humans/Portraits	2 3 4 6
Ar2/1.3	about great artists, architects and designers in history.	World Maps Mayan Humans/Portraits	2 3 6
	Term 2: World Maps: Choose an artist from a country of your choice – research artist and create a piece of work using their techniques or recreate a piece of their work. Term 3: Mayans: Sculpture – Create a Mayan clay tablet. Term 4: Natural World: Observational drawings of elements of the natural world. Term 6: Humans/Portraits: Link to a portrait artist (e.g. Warhol) and create self-portraits.		
<b>COMPUTING</b>			
	<b>Pupils should be taught to:</b>		
Co2/1.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <a href="#">Robots and tablets- matching up- creating the same algorithm on both- representing the same action/movement. Comparing which is easier/more challenging based on possible limitations of each device.</a>	Espresso coding:  Term 4 Unit 5a Term 5 Unit 5b	4 and 5
Co2/1.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output  <a href="#">Writing their coding unplugged and recreating it on a device of their choice. (Apple robot/spinner/ espresso coding app)</a>	Espresso coding:  Term 4 Unit 5a Term 5 Unit 5b	4 and 5
Co2/1.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  <a href="#">-Espresso Coding</a>	Espresso coding:  Term Unit 5a	4 and 5

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		Term Unit 5b	
Co2/1.4	<p>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Exploring how the Victorians communicated. Comparing with how we communication now. How has the telephone changed?</p> <p>-What can we do now on the internet that they wouldn't have been able to do?</p> <p>-Discuss pros and cons of the internet and the world-wide-web.</p> <p>-Create class blog for class webpage.</p>	British History: Victorians	Term 1
Co2/1.5	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Paired work- Google maps. Children given questions- Can they locate different places using the tablet?</p> <p>-Evaluate google map images (is it up to date).</p> <p>-Discuss rankings for different countries e.g. sports – Discuss facts and opinions (Year 5 Literacy Objective)</p> <p>-Creating infographics comparing different areas (Also meets below objective)</p>	Geog: World Maps	Term 2
Co2/1.6	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>-Researching animals including humans – Where they live – recreating where they live (could be through coding/PowerPoint/paint/publisher)</p> <p>-Life cycle diagrams – without technology and trying to recreate similar diagram with technology.</p>	Science: Animals including humans	Term 6
Co2/1.7	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>E-Safety week- Differentiated activities for each year group.</p>	E-safety explored in every term. Block focus linked with Internet Safety Week in term 3	Every term- big focus in term 3

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<b>DESIGN &amp; TECHNOLOGY</b>			
<b>DT2/1.1</b>	<b>Design</b>	<b>TOPIC</b>	<b>TERM</b>
DT2/1.1a	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Victorian Toys Space Trains W/S DT	1 3 5
DT2/1.1b	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Victorian Toys Space Trains W/S DT	1 3 5
<b>DT2/1.2</b>	<b>Make</b>	<b>TOPIC</b>	<b>TERM</b>
DT2/1.2a	select from and use a wider range of tools and equipment to perform practical tasks accurately	Victorian Toys Space Trains W/S DT	1 3 5
DT2/1.2b	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Victorian Toys Space Trains W/S DT	1 3 5
<b>DT2/1.3</b>	<b>Evaluate</b>	<b>TOPIC</b>	<b>TERM</b>
DT2/1.3a	investigate and analyse a range of existing products	Victorian Toys Space Trains W/S DT	1 3 5
DT2/1.3b	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Victorian Toys Space Trains W/S DT	1 3 5
DT2/1.3c	understand how key events and individuals in design and technology have helped shape the world	Trains W/S DT	5
<b>DT2/1.4</b>	<b>Technological Knowledge</b>	<b>TOPIC</b>	<b>TERM</b>
DT2/1.4a	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Victorian Toys Space Trains W/S DT	1 3 5
DT2/1.4b	understand and use mechanical systems in their products	Victorian Toys Trains W/S DT	1 5
DT2/1.4c	understand and use electrical systems in their products	Space Trains W/S DT	3 5
DT2/1.4d	apply their understanding of computing to programme, monitor and control their products.	Trains W/S DT	5

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Focus	Detail	Topic	Term
DT2/2.1	Cooking & Nutrition	TOPIC	TERM
DT2/2.1a	understand and apply the principles of a healthy and varied diet	Natural Resources/Local Produce Animals/Humans	4 6
DT2/2.1b	cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	World Maps Natural Resources/Local Produce Animals/Humans	2 4 6
DT2/2.1c	become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]	World Maps Natural Resources/Local Produce Animals/Humans	2 4 6
DT2/2.1d	understand the source, seasonality and characteristics of a broad range of ingredients	World Maps Natural Resources/Local Produce Animals/Humans	2 4 6
	<p>Term 1: Victorian Toys – Research, design and create a Victorian toy with a mechanical element.</p> <p>Term 2: Wood Maps - FOOD – Choose a country of study. Research a traditional dish and traditional cooking technique. Prepare and cook the traditional dish but change an element to give it their own twist.</p> <p>Term 3: Space – Create a model of a planet that can rotate using electricity.</p> <p>Term 4 – Natural resources/Local Produce – FOOD – Plan a healthy meal using only local produce. Source local produce and cook the meal.</p> <p>Term 5: Trains – Whole school DT project. Research trains throughout history and their impact on the world. Design and build a train that moves.</p> <p>Term 6: Animals/Humans – FOOD – Plan an alternative picnic (eg suitable for gluten free diet, vegetarian, sugar free) and cook a dish for a class picnic.</p>		

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<b>GEOGRAPHY</b>			
<b>Ge2/1.1 Locational Knowledge</b>			
Ge2/1.1a	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map.</i>	World maps	T2
Ge2/1.1b	<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i> <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate on a paper map.</i>		
Ge2/1.1c	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate on a paper map.</i>	World maps	T2
<b>Ge2/1.2 Place Knowledge</b>			
Ge2/1.2a	<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i> <i>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</i> <i>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</i>	Mayas – T3	
<b>Ge2/1.3 Human and Physical Geography</b>			
Ge2/1.3a	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		
Ge2/1.3b	describe and understand key aspects of human geography, including: types of settlement	World resources	T4

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	and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <i>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</i>		
<b>Ge2/1.4</b>	<b>Geographical Skills and Fieldwork</b>		
Ge2/1.4a	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map.</i>	World maps	T2
Ge2/1.4b	use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map.</i>	World maps	T2
Ge2/1.4c	<i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i> <i>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate on a paper map.</i>	Maps – T3 Local study – T5	
<b>HISTORY</b>			
<b>Hi2/1.1</b>	<b>Pre-Roman Britain</b>		
	<i>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age This could include:</i> <ul style="list-style-type: none"> <li><i>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li><i>b. Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li><i>c. Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul>	Year Three	
<b>Hi2/1.2</b>	<b>Roman Britain</b>		
	<i>Pupil should be taught about the Roman empire and its impact on Britain This could include:</i> <ul style="list-style-type: none"> <li><i>a. Julius Caesar's attempted invasion in 55-54 BC</i></li> </ul>	Year Three	

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	<ul style="list-style-type: none"> <li>b. the Roman Empire by AD 42 and the power of its army</li> <li>c. successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>d. British resistance, for example, Boudica</li> <li>e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		
<b>Hi2/1.3</b>	<b>Anglo-Saxons &amp; Scots</b>		
	<p><i>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>b. Scots invasions from Ireland to north Britain (now Scotland)</li> <li>c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>d. Anglo-Saxon art and culture</li> <li>e. Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	Year Four	
<b>Hi2/1.4</b>	<b>Anglo-Saxons &amp; Vikings</b>		
	<p><i>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. Viking raids and invasion</li> <li>b. resistance by Alfred the Great and Athelstan, first king of England</li> <li>c. further Viking invasions and Danegeld</li> <li>d. Anglo-Saxon laws and justice</li> <li>e. Edward the Confessor and his death in 1066</li> </ul>	Year Four	
<b>Hi2/2.1</b>	<b>Local History</b>		
	<p><i>Pupils should be taught about an aspect of local history</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>a. a depth study linked to one of the British areas of study listed above</li> <li>b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>c. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	Local History Study	T5
<b>Hi2/2.2</b>	<b>Extended chronological study</b>		
	<p><i>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	Victorians	T1

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	<p><i>For example:</i></p> <ol style="list-style-type: none"> <li><i>a. the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li><i>b. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></li> <li><i>c. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li><i>d. a significant turning point in British history, e.g., the first railways or the Battle of Britain</i></li> </ol>		
<b>Hi2/2.3</b>	<b>Ancient Civilizations</b>		
	<p><i>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</i></p> <ol style="list-style-type: none"> <li><i>a. Ancient Sumer;</i></li> <li><i>b. The Indus Valley;</i></li> <li><i>c. Ancient Egypt; or</i></li> <li><i>d. The Shang Dynasty of Ancient China</i></li> </ol>	Year Four	
<b>Hi2/2.4</b>	<b>Ancient Greece</b>		
	<p><i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i></p>	Year Six	
<b>Hi2/2.5</b>	<b>Non-European Study</b>		
	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ol style="list-style-type: none"> <li>a. early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>b. Mayan civilization c. AD 900; or</li> <li>c. Benin (West Africa) c. AD 900-1300</li> </ol>	Mayans	T3

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Focus	Detail	Topic	Term
<b>FOREIGN LANGUAGES - Spanish</b>			
<b>FL2/1.1</b>	<b>Listening &amp; Comprehension</b>		
FL2/1.1a	listen attentively to spoken language and show understanding by joining in and responding		1/2
FL2/1.1b	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		1/2
<b>FL2/1.2</b>	<b>Speaking</b>		
FL2/1.2a	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		3
FL2/1.2b	speak in sentences, using familiar vocabulary, phrases and basic language structures		3
FL2/1.2c	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		All
FL2/1.2d	present ideas and information orally to a range of audiences		6
<b>FL2/1.3</b>	<b>Reading &amp; Comprehension</b>		
FL2/1.3a	read carefully and show understanding of words, phrases and simple writing		4
FL2/1.3b	appreciate stories, songs, poems and rhymes in the language		1/2
FL2/1.3c	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		All
<b>FL2/1.4</b>	<b>Writing</b>		
FL2/1.4a	write phrases from memory, and adapt these to create new sentences, to express ideas clearly		5/6
FL2/1.4b	describe people, places, things and actions orally and in writing		5/6
FL2/1.4d	understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		4
<b>MUSIC</b>			
	<b>Pupils should be taught to:</b>		
Mu2/1.1	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <i>Exploring instruments that use different states of matter – wind instruments, bottles filled with different volumes of water (maths related) and solid instruments – How are the sounds</i>	Properties and Materials	1

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	<i>different? – Can discuss difference in tone and pitch. African drumming – exploring rhythm and pulse. Learning words and beat of Degu Degu song, from Bambara and playing in ensembles and whole class.</i>	World Maps	2
Mu2/1.2	improvise and compose music for a range of purposes using the interrelated dimensions of music <i>Discovering African greetings – transferring speech patterns onto drums and using rhythms for improvisation. Also following instructions for playing instruments at certain times (Music Express – pg. 8).</i>	World Maps	2
Mu2/1.3	listen with attention to detail and recall sounds with increasing aural memory <i>Relating to work on world maps and looking at European music – compare music from different countries (instruments, tempo, pitch etc. used) – could watch Eurovision song contest songs and compare. Why do they have these differences? Discuss culture and use of music.</i>  <i>Listening to tracks made to accompany pictures of the first moon landing. Asking sounds, effects and how these are created – progress to overlapping layers of sounds and chn explaining why. More ideas in Music Express (pg. 30 – 33)</i>	World Maps  Earth and Space	2  3
Mu2/1.4	use and understand staff and other musical notations <i>Using glockenspiels to compose and accompany traditional music Victorian music – writing down in form of letters and relating them to different note types (Crotchet – 1 beat, Semi-breve – 4 beats, Minim – 2 beats, Quaver – 1/2 beat, Semiquaver – 1/4 beat) - (Can also relate to music around the world)</i>	Victorians World Maps	1 and 2
Mu2/1.5	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>Who was the world's most influential composer? Who is currently the world's most influential musician now? – could research, investigate, explain and debate these. Relate this to Bristol and the local area (South West).</i>	World maps  Local History	2  5
Mu2/1.6	develop an understanding of the history of music. <i>Researching when the Mayans used music and how they created it – exploring differences and similarities to other cultures and eras. What would music be like if the Mayans hadn't used music? Investigating and discovering on how different forces create different sounds and</i>	Mayans	3

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	<p><i>describing these – tearing paper (pull) creates a long, scratchy sound, blowing bottle creates a deep, long sound etc. – How have forces led to instruments? Chn instruments to the forces used.</i></p> <p><i>Team based project – designing their own musical instrument , using recycled materials and relate this to the history and thought behind how instruments were created.</i></p>	<p>Forces</p> <p>Team based project</p>	<p>4</p> <p>6</p>
<b>PHYSICAL EDUCATION</b>			
<b>PE2/1.1</b>	<b>Sport &amp; Games</b>		
PE2/1.1a	use running, jumping, throwing and catching in isolation and in combination <i>'10-step' athletics scheme.</i>	<p>Team Games</p> <p>Athletics</p>	<p>4</p> <p>6</p>
PE2/1.1b	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Team Games	4
PE2/1.1c	develop flexibility, strength, technique, control and balance <i>'10-step' athletics scheme.</i>	<p>Gymnastics</p> <p>Athletics</p>	<p>1, 3</p> <p>6</p>
PE2/1.1d	perform dances using a range of movement patterns	Dance	2
PE2/1.1e	take part in outdoor and adventurous activity challenges both individually and within a team	Adventurous	5
PE2/1.1f	compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>'10-step' athletics scheme.</i>	<p>Gymnastics</p> <p>Dance</p> <p>Athletics</p>	<p>1, 3</p> <p>2</p> <p>6</p>
<b>PE2/1.2</b>	<b>Swimming and water safety</b>		
PE2/1.2a	swim competently, confidently and proficiently over a distance of at least 25 metres		
PE2/1.2b	use a range of strokes effectively		
PE2/1.2c	perform safe self-rescue in different water-based situations.		

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<b>SCIENCE</b>			
<b>Sc5/1</b>	<b>Working Scientifically</b>		
	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	Throughout each topic	
Sc5/1.1	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary		
Sc5/1.2	taking measurements, using a range of scientific equipment, with increasing accuracy and precision		
Sc5/1.3	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs		
Sc5/1.4	using test results to make predictions to set up further comparative and fair tests		
Sc5/1.5	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations		
Sc5/1.6	identifying scientific evidence that has been used to support or refute ideas or arguments.		
<b>Sc5/2.1</b>	<b>Living Things and their habitats</b>		
Sc5/2.1a	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Living Things & their habitats	T2
Sc5/2.1b	describe the life process of reproduction in some plants and animals.	Living Things & their habitats	T2
<b>Sc5/2.2</b>	<b>Animals, including humans</b>		
Sc5/2.2a	describe the changes as humans develop to old age.	Animals including humans	T6
<b>Sc5/3.1</b>	<b>Properties and Changes of Materials</b>		
Sc5/3.1a	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Properties & changes of materials	T1
Sc5/3.1b	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Properties & changes of materials	T1
Sc5/3.1c	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Properties & changes of materials	T1

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Sc5/3.1d	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Properties & changes of materials	T1
Sc5/3.1e	demonstrate that dissolving, mixing and changes of state are reversible changes	Properties & changes of materials	T1
Sc5/3.1f	explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Properties & changes of materials	T1
<b>Sc5/4.1</b>	<b>Earth and Space</b>		
Sc5/4.1a	describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Earth & Space	T3
Sc5/4.1b	describe the movement of the Moon relative to the Earth	Earth & Space	T3
Sc5/4.1c	describe the Sun, Earth and Moon as approximately spherical bodies	Earth & Space	T3
Sc5/4.1d	use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	Earth & Space	T3
<b>Sc5/4.2</b>	<b>Forces</b>		
Sc5/4.2a	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Forces	T4
Sc5/4.2b	identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Forces	T4
Sc5/4.2c	recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Forces	T4

# CURRICULUM COVERAGE: YEAR 5

PSHE			
	<b>Pupils should be taught:</b>	<b>TOPIC</b>	<b>TERM</b>
<b>Being Me in my World</b>	<b><u>Class charters and working together</u></b>	<b>Being Me in my World</b>	1
<b>Dreams and Goals</b>	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	<b>Dreams and Goals</b>	3
<b>Healthy Me</b>	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	<b>Healthy Me</b>	4
<b>Relationships</b>	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	<b>Relationships</b>	5
<b>Changing Me:</b>	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	<b>Changing Me</b>	6